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DDI-01421/85

15 MAR 1985

DD/A Registry
85-0946

MEMORANDUM FOR: Deputy Director for Administration

FROM : Robert M. Gates
Deputy Director for Intelligence

SUBJECT : Request for Deception Analysis Course

1. I request that the Office of Training and Education (OTE) design, develop and implement a training course on deception analysis. As you may know, the DCI has charged the Community to increase its level-of-effort on deception analysis across the board. This has included the preparation of a national intelligence estimate on Soviet deception and the establishment of new analytic elements. We established such an element in our directorate, the Foreign Intelligence Capabilities Group (FICG), two years ago. FICG has progressed to a point in its development where they now require a structured training program for their own analysts, and for others who will be working deception problems elsewhere in CIA and the Intelligence Community. We have polled other agencies, and find that currently there are only two other related training programs, both still in the planning stages. Air Force intends to offer a series of 3 day seminars for its photo interpreters later this year, and DIA is considering developing a course in conjunction with the Defense Intelligence School by the end of the calendar year. Neither will satisfy our current or projected needs.

25X1

2. I, therefore, request that you develop a one-week pilot course for 12 analysts, to be offered as soon as practical. After its first running, we should jointly assess its feasibility as a regular OTE course offering. Personnel from FICG and its contractors are available to help develop a curriculum, assist in teaching, and identify a student list. I understand that 25X1 of FICG, and Richards Heuer, an FICG consultant, have already held a series of preliminary discussions on these issues with of OTE.

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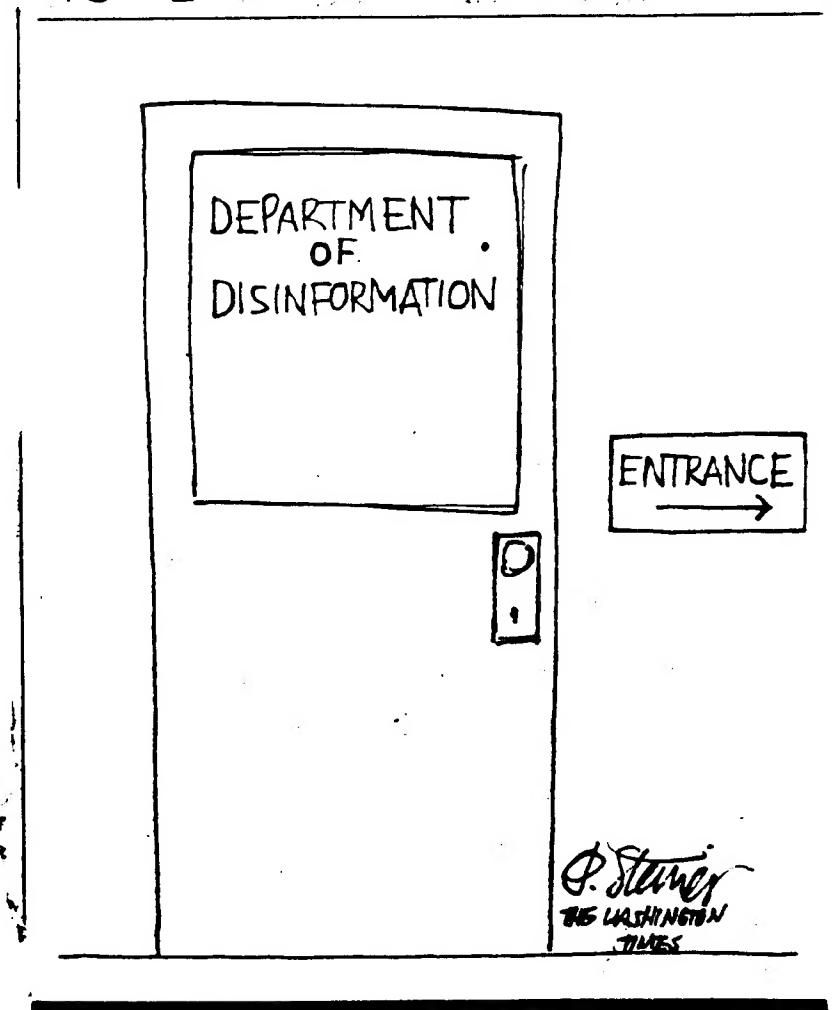
SUBJECT: Request for Deception Analysis Course

3. I recognize that this request adds a new burden to OTE's existing analyst training program, but I can assure you that it is needed and the Community's intelligence product will benefit from it. If you need further information please contact [redacted] C/FIOG, on secure [redacted] (U)

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Robert M. Gates

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COUNTER DECEPTION ANALYSIS COURSE (CDAC) OBJECTIVES

Raise the awareness of the student about the potential for all forms of deception

Teach analytically significant definitions of the most common terms used in Deception and Perception Management

Teach the student how to use the Analytic Counter- deception Plan in determining if deception is being practiced

Prepare the student for working counter deception problems in analytical components

Expose the student to elementary experience in deception planning

Experience the elementary conceptual processes involved in counter deception analysis

Inform the student of the Soviet organization for Deception and Perception Management

COURSE SCHEDULE - DAY 1 - At CoC

0845 - Introduction and Administration
0930

ReferenceSTAT

0930 - Why D & PM is Important
0945

A(C)

0945 - BREAK
1000

1000 - Deception and the NIE Process
1050

B(C)

1100 - Deception: Definition
1120

C(C)
& E(C)

1120 - Deception Example: WW II
1145

1300 - Deception: Blue Example
1415

1415 - Blue Deception History
1450

1500 - Deception: Actors & Organization
1550

D(C)

1550 - Assignments
1600

1600 - CLASSIFIED READINGS

Conference Postscript
STAT

NIE 11 - 11 vol I pp 1 - 11.

NIE 11 - 11 vol I pp 13 - 20.

Soviet Theory & Practice pp 6-9

Two Categories of Deception

Conference Paper by
STAT

Conference Paper by
STAT

UNCLASSIFIED READINGS

FRG pp. 24 - 42
STAT

pp. 43 - 68
STAT

pp. 124 - 146
STAT

COURSE SCHEDULE - DAY 2 - away

0800 - Enroute	Reference
0945	
0945 - Quick orientation, safe, bar, etc .	STAT
1000	
1000 - Role Play: Blue Side (3 Teams)	
1100	
1100 - Teams Brief Role Playing Results	
1130	
1230 - Role Play: Red Side (3 Teams)	C(C)
1400	
1400 - Three Teams Brief Role Playing Results	Students
1430	
1430 - Case Study: FRG (unclassified)
1500
1500 - Three Teams Discuss Problems of Analysis
1530
1530 - Three Team Reports	STAT
1600	
1900 - The Analytic Counter-Deception Plan	
1930	
1930 - SIGINT Compromise	K(U) & K(U)
2000	
2000 - Directed Readings	C(C) or C(C)
STUDENT WORK PROBLEM E

COURSE SCHEDULE - DAY 3 - away

0830 - Red - Green Exercise
1000

Reference STAT

1015 - Guest Lecture: Tools and Techniques
1200

N(U)

1300 - Lecture: Analytical Approaches
1400

1415 - Illustrative Problem A
1500

1500 - Student Work Problem B
1600

H(C)

1900 - Team Briefings on Problem E
1930

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1930 - Critique
2000

2000 - HUMINT Vulnerabilities Discussion
2030

F(C)
& G(C)

2030 - Directed Reading

STUDENT WORK PROBLEM D

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COURSE SCHEDULE - DAY 4 - away

0830 - Lecture: Cognitive Analysis
1000

Reference: STAT
G(U)

1015 - Guest Lecture the SOVA Perspective
1130

1230 - Lecture: Alternative Analysis
1315

L(U)

1315 - Illustrative Problem C
1400

1415 - Student Exercise - Work Problem D
1515

I(C)

1515 - Team Briefings on Problem D
1545

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1545 - Critique
1600

1600 - Vote on Teams for The Big Exercise
1615

1900 - IMINT Compromise
1930 with comments by

1930 - Team Organization & Orientation
2000

2000 - Read into The Big Exercise Student Teams

J(C)

K(C)

:

L(C)

COURSE SCHEDULE - DAY 5 - away

THE BIG PROBLEM

0830 Information/Analytical Approach
1030 Cognitive/Alternatives Approach
1230 Lunch
1330 Red Game the Solution
1430 Conclusions
1530 Prepare Briefing & Graphics
1630 Rehearse
1730 Depart for Club and Social Hour
1830 Dinner at the club
1930 Return to classroom
2000 Briefings & Guest Comments
2100 Informal Q & A

COURSE SCHEDULE - DAY 6 - away

0830 - Feedback from Briefings	Staff	
0900		
0915 - Parallel Panels:	Students	
0945		
Are We Being Deceived?		
What Would It Take For Them?		
1000 - Panel Reports + Class Photograph		STAT
1030		
1030 - Itemized Response: Back to Reality		
1130		
1130 - Course Evaluations & Outprocessing		
1200		
1300 Enroute by Bus		